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AUTHOR Miller, Marian B.
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ABSTRACT

This report evaluates a long-range, districtwide guidance program designed to identify elementary school children who are potential high school dropouts. Interviews with a small group of identified potential dropouts who remained in school and graduated resulted in the identification of factors associated with staying in school. A Svan-type scale (APDOS) for gathering and recording data from cumulative folders was adapted in 1969 and has been reviewed and validated annually since then. Data from the scale (APDOS) were used as major input to a committee working on modification of school practices. Teachers were offered inservice training to familiarize them with "dropout" factors and data gathering, and guidance program expension was effected. Conclusions and recommendations were: (1) the continued involvement of local school personnel is needed; (2) the local coordinator of the project must be thoroughly sold on its value; (3) basic identifying information for each pupil should be provided to teachers before school starts to help establish this as a routine guidance procedure; (4) case conferences should be held with individual children with three or more checks on the APDOS; and (5) great need exists for specific attention to the development of study habit skills and attitudes. (Author/PC)

ED 092822

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OPERATION PRE-DROPOUT

Project Outcome Evaluation Report

by

Dr. Marian B. Miller

FY '73

Appoquinimink School District
Odessa, Delaware 19730

Project Number: 177112

Project Director: Sadie S. Keen
District Superintendent: William B. Keene
Report Submitted: July 6, 1973

Elementary and Secondary Education
Act of 1965, Title III P.L. 89-10
as amended
July 1972

CG 008 933

II. BRIEF HISTORY AND GENERAL GOALS OF THE PROJECT.

A. This project developed from a small Title VA-NDEA guidance project which was concerned with the early identification of high school dropouts. The current project director, working with representatives of the State Department of Public Instruction and the College of Education at the University of Delaware wrote a Title III E.S.E.A. proposal which was initially funded in FY '70.

B. 1. The dropout rate has been and still is of special concern to the Appoquinimink School District since the Delaware State Department of Public Instruction in 1969-70 identified the district as having one of the highest dropout rates in the State. Even though Appoquinimink has reduced its dropout rate from 8.9% to 7.3% for FY '72, the district still has the highest percentage of dropout rate for the State.

2. "The primary goal of this project is to construct a valid and reliable instrument and procedure which will provide information on potential dropouts while they are in elementary school. The long range goal is to increase holding power of pupils by modifying current educational practices in the Middle School so that by the time these pupils reach high school they will no longer by high-risk candidates for leaving before graduation."

APPOQUINIMINK SCHOOL DISTRICT

OPERATION PRE-DROPOUT

SUPERINTENDENT
William B. Keene
Box 306
Odessa, Delaware 19730

PROJECT DIRECTOR
Sadie S. Keen
Phone: 378-9845-Ext. 49

PROJECT AREA
Appoquinimink School District

OBJECTIVES
- To develop and put into operation within a school district a procedure which will identify in elementary school (grades one through four) children who are high-risk candidates for dropping out of school before graduation.
- To institute guidance procedures which will identify specific areas of concern for specific children.
- To establish procedures whereby findings will be used in conjunction with the modification and/or extension of school practices.

ACTIVITIES
- Organizing of archival data from cumulative folders.
- Teacher training regarding "dropout" factors and data gathering.
- Extension of guidance program.

PROJECT PERSONNEL
Project Director
Guidance Counselor
Research, Planning, Program Development, and Evaluation Specialist
Clerk/Statistical Secretary

ESEA TITLE III GRANTS

fy'71	$3,172.
fy'72	$3,172.
fy'73	$3,200.

Operation Pre-Dropout is an elementary and middle school guidance program involving all teachers, the school nurse, social worker, and psychologist as well as the guidance counselor. It operates in the Middletown, Odessa, and Townsend Elementary Schools and in the L.L.Redding Middle School. The Middletown High School is involved to the extent that validation data on the procedures developed, The Appoquinimink Potential Dropout Scale (APDOS), are gathered and studied annually.

During the first year of this project a Svan-type scale for gathering and recording data from cumulative folders was adapted and modified for local use. The factors associated with dropping out of school. Interviews with a small group of identified potential dropouts who stayed in school and graduated, resulted in the identification of factors associated with staying in school.

During the second year the scale was revised to include both positive and negative factors and school personnel were trained to gather and interpret these data. A handbook, and slide presentation were developed in conjunction with this.

Data on the APDOS were used as Major input to the committee working on modification of school practices. New extended guidance practices were field tested and a second slide-tape presentation dealing with broad implications of APDOS factors was prepared. In keeping with a changed focus, the name of the scale was changed from Appoquinimink Pre-Dropout Scale (APDOS) to Appoquinimink Prognostic Data Scale (APDS).

PICTURE

STATE OF DELAWARE

DEPARTMENT OF PUBLIC INSTRUCTION

DOVER, DELAWARE 19901

KENNETH C. MADDEN
STATE SUPERINTENDENT

RANDALL L. BROYLES
HOWARD E. ROW
JOHN J. RYAN
ASSISTANT SUPERINTENDENTS

December
13th
1972

Mr. William B. Keene, Superintendent
Appoquinimink School District
Main Street, Box 306
Odessa, Delaware 19730

Dear Mr. Keene:

On December 12, 1972, James Gervan, Clifton Hutton, and John Watson of the State Department of Public Instruction made an on-site evaluation visit to your ESEA Title III project, "Operation Pre-Dropout."

Enclosed are (1) a rating sheet containing commendations and recommendations and (2) a response profile indicating the on-site review team's consensus appraisement of your district's project. An exit interview was held with Mrs. Sadie Keen prior to the team's departure at which time the evaluation was reviewed and discussed.

If you have any questions concerning the attached report, please contact the ESEA Title III office (678-4642).

Sincerely,

Atwood F. Badman
State Coordinator
ESEA Title III

AFB/blg

Attachs.

cc: Mrs. Sadie Keen
Robert C. Hawkins
James Gervan
Clifton Hutton
John Watson

ESEA TITLE III/SAC ON-SITE EVALUATION

RATING CHECKLIST

I. PROJECT INFORMATION

1. Project Title: "Operation Pre-Dropout"
2. District: APPOQUINIMINK
3. Project Director: Mrs. Sadie Keen
4. Project Area: Guidance
5. Amount of Grant: FY'73 $3,200 Request FY'74 -
   FY'72 3,172
   FY'71 3,172
6. Personnel: # Professional
   # Secretarial
   # Aides
   # Other
7. # Children: 1,372
8. Level or Grade: Grs. K-12
9. Objectives:
   a. Install and make operational "Appoquinimink Pre-Dropout Scale" (APDOS) procedures.
   b. Expand APDOS to include measure of pupil self-concept.
   c. Establish committees at the Middle School to make use of APDOS data as part of the decision-making process for modifications within the school.
   d. Continue validation study of APDOS using dropouts and non-dropouts from the class of 1973.
   e.

Date of Visit: December 12, 1972

Reviewers: James Gervan
Clifton Hutton
John Watson

II. RATING CHECKLIST

Directions: This form will be completed by each member of the On-Site Evaluation Team and returned to the ESEA Title III member before leaving the project. Using the following scale, rate each question accordingly.

Rating Scale: *1 = No extent* *NE* = No evidence*
2 = Small extent *NA* = Non-applicable*
3 = Moderate extent
4 = Great extent

---

1. Program Objectives

To what extent:

a. does this project appear to be meeting its objectives? 4

b. are the program's objectives written in measurable terms? 4

c. are the program activities directed toward fulfilling the objectives of the project? 4

d. are the objectives directed toward meeting the needs of the students? NA
In the opinion of the on-site team, the objectives as stated are aimed at eventual curriculum modification based on the collected data.

2. Participants

To what extent:

a. is there any evidence of positive changes in student behavior, attitudes, and/or skills as a result of this program? NE

b. are teachers being trained in the program's instructional techniques? 4

c. have private non-profit school children and/or teachers been involved in the planning and implementation of the project? 1
No private schools chose to be involved although invited.

d. does the staffing design appear adequate for the requirements of the project? 3

3. Materials and Equipment

To what extent:

a. have project materials been obtained? 4

b. are project materials being used? 4

c. are project materials appropriate for the program? 4

d. is project equipment being inventoried? NA

---

* Is not used in determining overall rating score.

4. Administration

To what extent:

a. are district administrative personnel committed to the project? 4

b. have district administrative personnel been involved in the planning of the project? 4

c. is the project coordinated with the regular school program? 4

d. have adequate facilities been provided for the program? NA
No specific facilities required.

5. Procedures

To what extent:

a. has a suitable schedule and/or time line been developed? 4

b. has the schedule and/or time line been followed? 3

c. is this project supplementing existing program? NA

d. do project personnel understand their function in this project? 4

6. Dissemination

To what extent:

a. has project information been shared with teachers and parents within the local district? 4

b. have procedures been established to handle inter-district information requests? 3

c. are the following media being used for dissemination purposes? 4
(Check method being used)

Newspapers	x	Conferences	x	Surveys	x
Radio		Films		Brochures	
Television		Reports	x	Tapes-Slides	x
Visitation	x	Displays			

d. is there evidence that program changes have occurred within this or other LEA's because of the dissemination of good practices of this project? 3

7. **Financial Management**

To what extent:

a. has the approved budget met the needs of the project? 4

b. has this project met its reporting responsibilities? 4

c. are phase-out procedures being planned or implemented? 4

d. has the LEA committed funds to this project? 4

8. **Evaluation**

To what extent:

a. were the LEA needs for this project adequately assessed? 4

b. have installation procedures been evaluated? 4

c. has program progress been evaluated? 3

d. have program outcomes been evaluated? 2
The project is not complete at this point.

III. COMMENDATIONS

1. The district is to be commended for developing a project directed toward a data collection system addressed to an identified need of the district.

2. The district is to be highly commended for its willingness to share results of this project with other local educational agencies in the State.

IV. RECOMMENDATIONS

A. What areas should be improved before a continuation grant is made?

NA

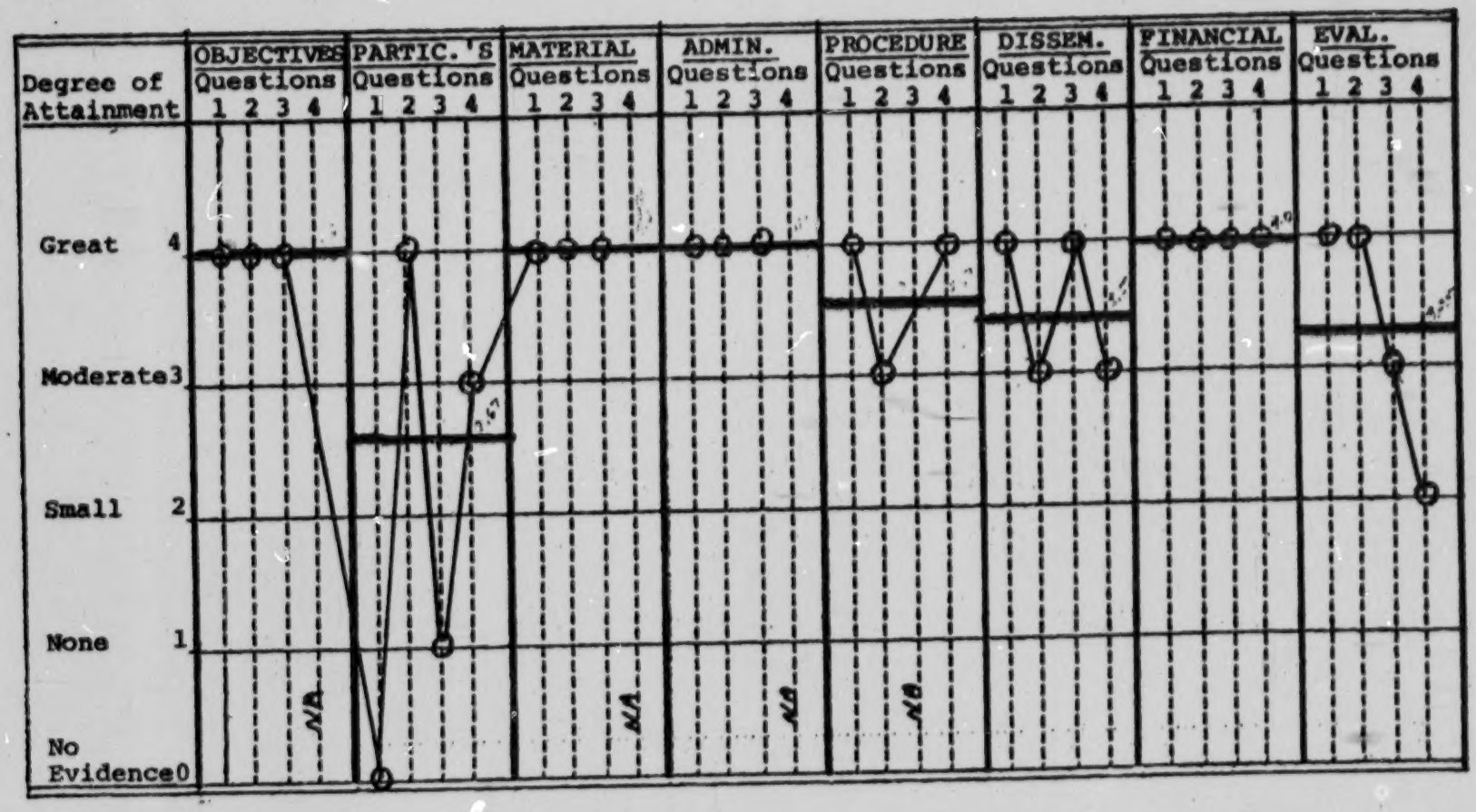
B. What areas could be improved to make the project more innovative, exemplary, and functional?

1. Curricular modifications should be initiated immediately based upon the implications of the data as stated in objective 3 in the FY'73 proposal.

2. Curricular modifications instituted should be shared with other local educational agencies including the learning experience that was changed.

3. A record of treatment should be included on the APDOS card.

STATE ADVISORY COUNCIL
RESPONSE PROFILE



Project Title "Operation Pre-Dropout"
District APPOQUINIMINK
Date of Visit December 12, 1972

KEY
Mean:
Question Rating o
Section Rating ——

OVERALL RATING: 3.6

III. DESCRIPTION OF THE PROJECT (FY '73)

A. The specific objectives of the project for the 1972-73 school year were to:

1. Install and make operational APDOS procedures.
2. Expand APDOS to include a measure of pupil self-concept.
3. Establish committees in the Middle School to make use of APDOS data as part of the decision making process for modification within the school.
4. Continue validation study of APDOS using dropouts and non-dropouts from the class of 1973.

B. The major activities of the project performed during FY '73.

1. The Calendar of Major Activities--FY 1973 (see pages 3 through 7).

There were no major revisions. Operation during FY '73 has been in four major parts as indicated under II above.

This year was basically a "get it into operation" and "let's do something about it" year, although one new instrument was devised and pilot tested.

In previous years data gathering had been spearheaded and supervised by APDOS personnel, this year the focus was on mobilizing the regular school personnel to do specific jobs as outlined in the FY '72 evaluation report.

Specific efforts were made to modify school practices and/or do other things which might change the chances of

MAJOR ACTIVITIES (FY 1973)

ESEA TITLE III PROJECT: Operation Pre-Dropout

Major Objective Write a major objective from planning document (e.g., proposal)	No. 1.0 Install and make operational APDOS Procedures	
Specify who is responsible for performing each activity	Briefly outline the major project activities related to the above objective. Describe each activity in terms of: (a) what it will be, (b) the resources necessary to perform it, (c) for whom/what it will be performed, and (d) how it will be assessed.	Specify the projected beginning and finding dates for each activity
Responsibility	Related Activities: (a) what, (b) resources, (c) for whom/what (d) assessment	From / To
Project Director and Research, Planning, Program Development, and Evaluation Specialist	1.1 Preliminary preparation - (a) Meet with school administrators and/or counselors (b) Assign Specific item responsibilities 1.2 On-going procedures - (a) Meet with counselors each six weeks to coordinate and study findings. (b) Refer suggestions appropriately	Oct. 16 / Oct. 27 Nov. 27 / Dec. 8 Jan. 15 / Jan. 26 Mar. 5 / Mar. 14 Apr. 12 / Apr. 19 May 29 / June 8

MAJOR ACTIVITIES (FY 1973)

X Original
___ Revised

ESEA TITLE III PROJECT: Operation Pre-Dropout

Date Submitted: September 28, 1972

No. 1.0 Install and make operational APDOS Procedures

efly outline the major project activities related to the above ective. Describe each activity in terms of: (a) what it will (b) the resources necessary to perform it, (c) for whom/what will be performed, and (d) how it will be assessed.	Specify the projected beginning and finding dates for each activity		Comment about each activity for further understanding
ated Activities: (a) what, (b) resources, (c) for whom/what (d) assessment	From	To	Comments
reliminary preparation - a) Meet with school administrators and/or counselors b) Assign Specific item responsibilities n-going procedures - a) Meet with counselors each six weeks to coordinate and study findings. b) Refer suggestions appropriately	Oct. 16 Nov. 27 Jan. 15 Mar. 5 Apr. 12 May 29	Oct. 27 Dec. 8 Jan. 26 Mar. 14 Apr. 19 June 8	Recording and review in conjunction with each marking period.

MAJOR ACTIVITIES (continued)

ESEA TITLE III PROJECT: Operation Pre-Dropout

Major Objective No. 2.0 Expand APDOS to include measuring pupil self-concept.

Responsibility	Related Activities: (a) what, (b) resources, (c) for whom/what, (d) assessment	From	To
Research, Planning, Program Development, and Evaluation Specialist	2.1 Preliminary Preparation -	Oct.	Nov.
	(a) Research	Nov.	Dec.
	(b) Rough draft and pilot study	Jan.	
	(c) Revise as necessary	Mar. 5	Mar.
	2.2 Incorporate into on-going procedure	May 29	June
and			
Statisitcal Clerk			

x Original
___ Revised

MAJOR ACTIVITIES (continued)

ESEA TITLE III PROJECT: Operation Pre-Dropout

o. 2.0 Expand APDOS to include measuring pupil self-concept.

ed Activities: (a) what, (b) resources, (c) for whom/what, (d) assessment	From	To	Comments
liminary Preparation -	Oct.	Nov.	
Research	Nov.	Dec.	
Rough draft and pilot study	Jan.		
Revise as necessary	Mar. 5	Mar. 14	
orporate into on-going procedure	May 29	June 8	

MAJOR ACTIVITIES (continued)

ESEA TITLE III PROJECT: Operation Pre-Dropout

Major Objective No. 3.0 Establish Committees at the Middle School to make use of APDOS data as part of the discision making process for modification within the school.

Responsibility	Related Activities: (a) what, (b) resources, (c) for whom/what, (d) assessment	From	To
Project Director and Research, Planning, Program Development, and Evaluation Specialist	3.1 Identify members for a central steering committee - (a) meet with school administration and special services staff (b) review findings at end of first marking period	Nov. 1	Nov. 10
	3.2 Select committee and set date for first meeting (a) First meeting (b) possible small working sub-committee	Dec. 1	Dec. 10
	3.3 Establish calendar of committee meetings and activities	Feb. 1	Feb. 10

x Original
___ Revised

MAJOR ACTIVITIES (continued)

ESEA TITLE III PROJECT: Operation Pre-Dropout

3.0 Establish Committees at the Middle School to make use of APDOS data as part of the discision making process for modification within the school.

Activities: (a) what, (b) resources, (c) for whom/what, (d) assessment	From	To	Comments
ify members for a central steering committee - meet with school administration and special services staff review findings at end of first marking period	Nov. 1	Nov. 10	
t committee and set date for first meeting First meeting possible small working sub-committee	Dec. 1	Dec. 10	First meeting befor Christmas holidays.
blish calendar of committee meetings and activities	Feb. 1	Feb. 10	

MAJOR ACTIVITIES (continued)

ESEA TITLE III PROJECT: Operation Pre-Dropout

Major Objective No. 4 Continue Validation Study of APDOS using Dropouts and Non-Dropouts from the Class of 1973

Responsibility	Related Activities: (a) what, (b) resources, (c) for whom/what, (d) assessment	From	To
Research, Planning, Program Development, and Evaluation Specialist and Statistical Clerk	4.1 Identify Dropouts and record APDOS data	Apr. 15	May 15
	4.2 Select random sample of Non-Dropouts and Record APDOS data	Apr. 15	May 15
	4.3 Analyze and interpret data	June 1	June 30

X Original
___ Revised

MAJOR ACTIVITIES (continued)

ESEA TITLE III PROJECT: Operation Pre-Dropout

4 Continue Validation Study of APDOS using Dropouts and Non-Dropouts from the Class of 1973

Activities: (a) what, (b) resources, (c) for whom/what, (d) assessment	From	To	Comments
entify Dropouts and record APDOS data	Apr. 15	May 15	
lect random sample of Non-Dropouts and Record APDOS data	Apr. 15	May 15	
alyze and interpret data	June 1	June 30	

SUMMARY SHEET

PROJECT TIMELINES FOR FY 1973

ESEA TITLE III PROJECT: Operation Pre-Dropout

Responsibility	Title of Activity (e.g., what)	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Ma
Project Director and Staff	1.1 Preliminary preparation for installing APDOS				—					
	1.2 Operating APDOS Procedures				—	—	—	—		—
Research, Planning, Program Development and Evaluation Specialist and Statistical Clerk	2.1 Development and testing of measure of pupil self-concept				—	—	—			
	2.2 Incorporation of self-concept measure in APDOS									—
Project Staff	3.1 Identify committees					—	—			
	3.2 Select and set date of meeting								—	
	3.3 Establish committee procedures									
Research, Planning, Program Development and Evaluation Specialist and Statistical Clerk	4.1 Identify 1973 dropouts and record data									
	4.2 Sample non-dropouts and record data									
	4.3 Analyze and interpret data									

X Original
___ Revised

SUMMARY SHEET

PROJECT TIMELINES FOR FY 1973

ESEA TITLE III PROJECT: Operation Pre-Dropout

Date Submitted: Sept.

Title of Activity (e.g., what)	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
1 Preliminary preparation for installing APDOS				—								
2 Operating APDOS Procedures				—	—		—		—	—		—
1 Development and testing of measure of pupil self-concept				—	—	—						
2 Incorporation of self-concept measure in APDOS									—			—
Identify committees					—	—						
Select and set date of meeting								—				
Establish committee procedures												
Identify 1973 dropouts and record data											—	
Sample non-dropouts and record data											—	
Analyze and interpret data												—

specific children staying in school and graduating.

2. Special problems encountered were again the problem of "finding time," and of convincing some teachers that taking an over-all look at pupils and their pattern of APDOS factors can serve a constructive purpose.

Nationally, the continued and accelerating shift in thinking about the "dropout" problem on the part of many authorities and many professional journals has also raised some basic questions regarding the nature of the APDOS and has resulted in changing the name form

APPOQUINIMINK PRE-DROPOUT SCALE

to

APPOQUINIMINK PROGNOSTIC DATA OPERATIONAL SCALE

C. Personnel Involved (FY '73)

1. Teachers

Fifty-four teachers in the three Elementary Schools and the district's Middle School were involved in gathering APDOS data.

2. Students

Data were gathered on 1333 pupils.

3. Administrative personnel.

<u>Personnel Paid from Project Funds</u> - (all part time)

1 - Research, Program Development, Planning, and Evaluation Specialist.
1 - Clerical/Statistical
1 - Secretary.

Personnel At No Cost to Project (Appoquinimink School District)

1 - Superintendent of Schools
1 - Assistant Superintendent, Instructional Services
1 - Project Director
1 - Business Manager
1 - High School Principal
3 - High School Vice Principal
1 - Middle School Principal
1 - Middle School Vice Principal
3 - Elementary School Principals

State Department of Public Instruction

1 - State Coordinator, ESEA Title III
1 - Supervisor, Evaluation and Dissemination, ESTA Title III
1 - Supervisor, ESEA III Planning
1 - Supervisor, Evaluation, Federal Programs
1 - Supervisor, Reasearch, Federal Programs
1 - Systems Analyst
1 - Supervisor, Federal Finance

4. Special Support Personnel - (at no cost to project)

2 - High School Guidance Counselors
1 - Middle School Guidance Counselor
1 - Civil Rights Advisor
1 - Counselor at Large - Delaware Agency for Reduction of Crime
3 - School Nurses
1 - Director of Special Education
4 - School Secretaries

5. Special Characteristics of Personnel.

All personnel working on project were certified and qualified for designated position of operation.

6. Selection and Assignment of Personnel.

Personnel Paid from Project Funds

The Research, Program Development, Planning, and Evaluation Specialist has followed project since its inception in FY '70 under V-A Funds and is a psychologist certified and licensed by State of Delaware.

The Clerical/Statistical person graduated cum laude in psychology, University of Delaware, 1973.

The Secretary is a 4 year college student majoring in Behavior Science and Art.

IV. EVALUATION METHODOLOGY (FY '73)

A. Personnel conducting the evaluation.

Dr. Marian B. Miller, school psychologist and adjunct professor in the College of Education at the University of Delaware conducted the evaluation. Dr. Miller for many years was supervisor of testing in the Delaware State Department of Public Instruction and has taught research, testing, psychology, and guidance courses at Teachers College, Columbia University, the College of William and Mary, and the University of Delaware.

B. Decision areas and questions investigated.

During FY '73 we sought to find answers to the questions "Can/will the regular school personnel use the APDOS as part of the on-going program of the school?" and "What kind of modifications/intervention can the school do to increase the possibility of identified high risk candidates actually staying in school?"

For the fourth year validity data were gathered in an effort to answer the question "Could the APDOS have identified by the end of fourth grade those pupils who dropped out of the class which graduated in June 1973?"

C. Information collection.

Data were collected as follows:

1. APDOS cards were filled out for all pupils in grades one through five.
2. A self-concept scale appropriate for use in grades four and five was devised and pilot tested. (SEE APPENDIX).
3. APDOS cards were filled out for all pupils who had dropped out of the class of '73 and for an equal number (stratified random sample) of their classmates who actually graduated.
4. Interviews were held with selected pupils, teachers, pupil personnel staff and parents.
5. Monitoring followed by conferences was the basis for much of the data dealing with actual operation.

D. Data Analysis Procedures

In view of the fact that the four specific objectives for FY '73 were quite different and the data gathered also varied, data analysis likewise varied. Statistical and non-statistical treatments were used as appropriate. It was generally felt that many non-quantifiable variables were important especially so far as objectives one and three: (1) Install and make operational APDOS procedures and (3) establish committees at the Middle School to make use of APDOS data as part of the decision making process for modifications within the school, were concerned.

V. RESULTS

A. & B. A description of the major evaluation results in terms of the questions and decision areas being investigated and tables and figures.

Objective Number One - Install and make operational APDOS procedures.

Recommendations at the close of FY '72 suggested that before the opening of school in September, APDOS cards with basic pupil identification information be ready, having been prepared by the secretary in the guidance office at the Middle School, and by the principal's secretary in the various Elementary Schools. In actual practice these cards were filled out at varying times and by a variety of people: the local representative of the Delaware Agency to Reduce Crime, who was serving as a social worker--counselor in the elementary and middle schools and who found the information on the APDOS cards valuable for his work; the guidance counselor at the Middle School and the Statistical Clerk on the project staff.

The review of records at the end of pupil report periods and possible additional checking of APDOS factors, likewise was done by the people described above, using data given by classroom teachers.

FY '73 might, for practical purposes, be considered a time for checking the feasibility of specifically relevant recommendations made at the end of FY '72. The results of such checking are shown in Table 1.

Table 1

Feasibility of Recommendations made FY '73

RECOMMENDATIONS	FY '73 FINDINGS
Teachers and school personnel should be alerted early during the school year regarding the basic philosophy of the APDOS and there should be general understanding and, hopefully, general agreement that such information as is checked on the APDOS is of value to the school as it tries to provide a meaningful education for all pupils.	Necessary. Not done as thoroughly as needed. Should there be a number of sessions?
There should be clearly specified instructions regarding who gathers what information, what reliable sources are available, where and how it should be recorded. The filing of police records and psychological reports are cases in point.	This was done and appears in the form of a Handbook of Standard Practice Instructions for APDOS.
The checking of factors on the APDOS should be centrally coordinated by the principal in Elementary school and by the guidance counselor in the Middle school.	Is feasible, but elementary principals must see it as a worthy part of their job, or delegate it to someone else.
Putting pupil names and other identifying information on the APDOS is a clerical job and should be handled in that fashion.	Done by professionals (non-teaching) and by statistical clerk of project staff.

(cont'd next page)

Table 1 (cont'd)

RECOMMENDATION	FINDINGS
Responsibility as well as coordination, should be central, with delegated assignments as follows: A. Attendance (Factor #1) - secretary to the coordinator (principal or guidance counselor) with a procedure which automatically flags children when a specified number of days have been missed, and makes referral to school social worker. Recorded by secretary.	Not done by secretary. A new attendance form was designed to facilitate recording of these data.
B. Factors #4 and #5 (failure of a year in school) also should be recorded by the secretary.	Not done by secretary.
C. Data for Factors #2 and #3 (E & E level and family structure) should be routinely sought from reliable sources and recorded for <u>all</u> pupils on their cumulative folders. Teachers should receive more training for interpreting these data. Recorded by teacher.	No change in recording procedures. Information was gotten directly from school nurse and social worker.
D. Inservice training sessions likewise should be devoted to a clearer understanding of Factors #7, #8, #9 (pattern of marks or grades, academic lagging, S/E problems. The school psychologist would be a logical person to conduct these sessions. Recorded by teacher.	Project director did inservice training. School psychologist did it in a neighboring district which started to install these procedures.
Factor #6 (attendance at three or more elementary schools) is dependent on complete records. The very nature of frequent school changing is conducive of incomplete records. This is basically the responsibility of "the office" and not the teacher. Recorded by secretary.	Recorded in cumulative folder by secretary. Recorded on APDOS by counselors and project statistical clerk.

(cont'd on next page)

Table 1 (cont'd)

RECOMMENDATIONS	FINDINGS
Information regarding Factor #10 (police record) is most likely to come into "the office." Recording of this factor should be by the secretary, care being taken that it has come from a reliable source.	No cases this year.
APDOS sheets should be started for all pupils in K through grade five at the beginning of the school year. Initally prepared in the office of the coordinator they will have been checked for factors #4, #5, #6, and #10, and then distributed to classroom teachers.	Not done.
Classroom teachers will check information for factors #2 and #3 soon after the beginning of school.	Done by counselors and project statistical clerk.
Classroom teachers will check factors #7, #8, and #9 at the end of each marking period.	Done by Counselors and project statistical clerk.
The building principal or guidance counselor should at regularly designated times (suggested: at close of each marking period) review the cases of children who have three or more checks.	Done by statistical clerk.

Summary--Some progress was made in installing and making the APDOS operational. Most of the actual work, however, was done by either project staff people or those who were on other projects being conducted in the school, rather than by the regular school staff itself.

Objective Number Two:

Expand APDOS to include measuring pupil self-concept.

A self-rating Likert-type scale was devised to get some measure of the self-concept of children in grades four and five. The scale consists of the following fourteen trait-descriptive phrases: get good marks, get praise for my work, do better than most, hard worker, happy-go-lucky, moody, take criticism, work without help, follow directions get along well with others, do well in sports, am afraid, take part in class discussions, lazy. Each of these phrases is prefaced by the phrase "I am, I can" and is followed by a five point rating scale. Eleven of the phrases may be considered positive or socially desirable attributes, while the other three may be considered negative. The rating categories, scored from one to five, are entitled "most of the time" to "seldom".

A score of 5 is received on an item if the pupil checked the first category, a score of 1 if he checked the last category except in the case of the phrases which are scored in inverse fashion. Therefore, pupils with high total raw scores think better of themselves than do pupils with low scores.

The APDOS Self-Concept Scale was originally devised to get a measure of the perceived self and the ideal self with the thought that the descrepancy between these may be more directly related to staying in school than the perceived concept alone. In-person admin-

istration was done with two classroom groups and then a tape made and used with other groups.

Feedback during the live administrations of the scale suggested that the "I wish" statements were not always clear. Some pupils had no trouble, for example, in designating to what extent they were "hard workers," but when it came to the statement "I wish I were a hard worker", they had considerable difficulty. It's hard to discover the nature of the difficulty: Were they not used to thinking about what they "could be," did they feel thay had no control over it, or were they working as hard as they wanted to? In one group a short discussion was held to clarify the dynamics, and all these factors seemed to emerge. The most noteworthy thing, however, was the pupils' interest in wanting to talk about these possibilities. Responses suggest that this could be a good area for some group guidance work.

The extent of pilot testing of this scale and the nature of some of the findings are shown in Table 2.

Table 2

The APDOS Self-Concept Scale Findings following Pilot Testing

School	Grade	Number of Pupils	X raw score	Range* of scores	Administration
Odessa Elementary	4	20	48.1	31-58	Tape
Townsend Elementary	4	47	46.9	20-56	In-person
Redding Middle	5	62	47.1	19-68	In-person
**Gunning Bed. Middle	5	25	51.2	32-60	In-person
Gunning Bed. Middle	5	27	53.4	30-63	Tape.

* Possible range: 14 to 70

** Data secured from neighboring district

It would appear that the APDOS Self-Concept Scale measures fairly consistently for grades 4 and 5, when only the perceived self scores are used. Likewise, there is little difference when administration is in person or on tape. As noted previously, the data on the ideal self appeared to be very confused and were not used.

Attempts were made to find ralationships between the scores on the Self-Concept Scale and the number of factors which had been checked on the APDOS card. The number of pupils involved and the number having

checks in the APDOS were so small that the data were not appropriate for statistical treatment. Inspection of the two variables for individual pupils showed only one clearly discernable relationship of the 161 pupils for whom all data were available, 24 had repeated one or more grades and all but one had a raw score on the Self-Concept Scale which was below the mean for his class. The mean number of APDOS factors checked for these 24 was 2.9. This compares with a mean of 3.1 factors checked for the entire group. The data suggest that the relationship between self-concept and one specified factor, repeating a grade in school (factor number four) is stronger than the relationship between self-concept and the total number of factors checked. This relationship should be investigated more thoroughly.

Objective Number Three -

Establish Committees at the Middle School to make use of APDOS data as part of the decision making process for modification within the school.

The project director, guidance counselor, and DARC representative, together with the project's research and evaluation specialist functioned as a review committee at the Middle School. Only one of these people was actually involved full-time in this school, and much of the "modification" which took place as the result of these reviews appears to be a reflection of the conception of the committee.

The following "modifications" resulted from routine review of APDOS cards:

1. Increased counseling by the guidance counselor.
2. Some change of programs to have specific pupils more involved with activities in the 509 occupational program.
3. The establishment of out-of-school free tutoring services (using students in a nearby private school as tutors).
4. Counseling, "Big Brother" and similar activities as part of an extension of the DARC activities in the schools.

While the above activities are fine and appear to be meeting a variety of needs and hopefully may be instrumental in preventing eventual dropouts, they are peripheral to the basic school

curriculum and procedures. If any modifications are to take place there, more people who are involved in the Middle school on a full time basis should be part of this committee.

It is noteworthy, that parent reception of the out-of-school tutoring was very good (in most cases better than teacher reception of the tutoring). It is suggested that there be parent representatives on this committee, and that these be parents of children who are "having trouble with school work."

Objective Number Four

Continue validation study of APDOS using dropouts and non-dropouts from the class of 1973.

Validation studies to determine whether or not the APDOS actually differentiated between potential dropouts and potential graduates by the time they were finishing grade four were started in 1969. Every year since then the same procedure for gathering and treating the data have been followed, which is -

1. Each year the school records were searched for the names of pupils who originally were part of the class which was graduating in June of that year, but who had dropped out of school. (Extensive checking was done to eliminate those who were still in school but at a lower grade, had transferred to another school, or were deceased).
2. The list of dropouts was divided by sex and a stratified random sample of pupils from the same class who were actually graduating was drawn.
3. APDOS cards were filled out for both groups, using data which were available at the end of grade four.
4. Data were analyzed to determine the extent to which factors on the APDOS actually differentiated those who dropped out from their peers who graduated.

These data have now been combined to give a longitudinal look at the problem. Data covering the four years are shown in Table 4.

TABLE 4

APDOS FACTOR CHECKS BY END OF GRADE FOUR. Dropouts and Graduates. 1969-73

Year	Dropouts			Graduates		
	N	X	Range	N	X	Range
1969	23	2.51	1 - 7	23	.85	1 - 5
1970	20	2.39	1 - 6	20	.71	1 - 5
1971	32	3.01	1 - 6	32	.92	1 - 6
1972	40	3.18	1 - 7	40	.89	1 - 4
1973	37	3.31	1 - 6	37	.84	0 - 2
	152	2.94		152	.81	

Modifications to the APDOS appear to have improved its ability for early differentiation. The continued high number of checks among graduates (except for 1973) would suggest that there are other factors which are "positive" and can outweigh or at least counter balance the "negative" factors.

During the 1972-73 school year the APDOS procedure was used in a neighboring school district where the pupil enrollment is substantially greater. There was a two-fold reason for doing this: (1) further validation of the scale, and (2) dissemination of the Title III project information and procedures. Results of this study showed:

1. Number of factors checked:

   Dropouts: mean 2.7, standard deviation 2.78

   Graduates: mean .66, standard deviation 1.5

2. Three checks = 60% chance or predicting

   Five checks = 85% chance or predicting

3. For practical purposes, the three checks cut-off point was suggested, since fewer than 9% of the graduates had three factors checked.

4. Pattern of grades and academic lagging were the most frequently checked factors for the dropouts.

5. None of the graduates had checks for "social-emotional" or "three or more elementary schools".

Other Positive Factors

The fallacy of the original APDOS Scale, attending to only the negative factors in a specific situation, became apparent at the end of the second year when two of the graduating seniors had substantially more checks on the APDOS than did most of their classmates who had dropped out. Interviews with these two atypical students showed that: both were boys; one was black, the other white; both were the first in their respective families to graduate from high school; both appeared to be more aware of their personal assets and liabilities than is usual; both had found a way of operating within the system. Basically, this amounted to doing what they could when they could and not "giving anybody any trouble." When they anticipated the possibility of "trouble" (non-finished homework, etc.) they stayed home.

Family atitude toward "filnishing school" and their realistic cooperation in making this possible, obviously are factors. An attempt was made to devise a questionnaire which might give a measure of type home behavior, but pilot testing on a small group (8 families) brought to light many difficulties and suggested that procedures other than written questionnaires were needed. It is also questionable whether a measure taken at the end of grade four, for example, would actually be a good measure. Among the families in the pilot study there was much comment of the "Well, we would have to see," "I guess so, but you don't know what things will be like when _____ is in High school, let alone twelfth grade."

C. Indications of data presented elsewhere - (APPENDIX A & B).

1. Self-Concept Scale.

2. Handbook of Standard Practice and Instruction for APDOS.

D. Report of unanticipated outcomes.

Included in A & B.

VI. INTERPRETATION

A. Weaknesses in the evaluation design.

There were no apparent weaknesses in the evaluation design. However, recommendations and modifications have been suggested and are found under appropriate categories within the report.

B. Factors that may have biased or influenced the results.

The name of the scale, Appoquinimink Pre-Dropout Scale, in itself, was a definite factor for bias. It is very difficult to ascertain, if indeed, this title may have biased or influenced the results. The title has been changed from -

APPOQUINIMINK PRE-DROPOUT SCALE

to

APPOQUINIMINK PROGNOSTIC DATA OPERATIONAL SCALE.

C. Limitations of the data, especially their generalizability.

The persistent awareness that there are other positive factors which are active in the dynamics of dropping out or staying in suggests the possibility of a prognostic equation combining positive and negative factors.

The affective as well as the cognitive role of the home and the school as the child finds ways of functioning in both, likewise, are important in this situation and observation over the past three years suggests that some changes may take place in both the home and the school (especially the latter) as a spin off from gathering and organizing data as suggested by APDOS procedures. Care must be taken that these are constructive changes. That is one reason for changing the name of the scale, avoiding the word "dropout" and concentrating on "prognosis" which suggests scientific approaches and causal relationships.

VII. CONCLUSIONS AND RECOMMENDATIONS:

1. APDOS procedures can be made minimally operational with very little involvement of local school personnel. This is not the way it should be. Not only is "outside" project help a non-permanent part of the school, but local school personnel are losing opportunities for important personal insights and information regarding their pupils when they are not directly involved.
2. The local school coordinator (principal in elementary schools, guidance counselor in middle school) for APDOS must be thoroughly sold on its value, enthusiastic about its use, give identified personnel specific times by which their part of the work should be completed, and follow-up to see that it is done.
3. Having the basic identifying information for each pupil on the

card before school starts in September, and giving to teachers the pack of cards for their pupils along with other beginning of the year materials would do much to establish this guidance practice as a routine school procedure.

4. Intervention, "doing something about" appears to be easier to do via personnel and/or programs which are not a part of the regular school curriculum and procedures, than it is be making changes in curriculum and established procedures. This suggests a two-level approach: a short term intervention program involving such activities as out-of-school tutoring by high school pupils; "Big Brother" and other programs (including those associated with the Delaware Agency to Reduce Crime, etc.) and (2) long-term intervention involving modification of curriculum and change in school practicies.

5. A "Child Study Review" procedure initiated by the guidance department in which at the end of each marking period, those pupils who have three or more checks on the APDOS are discussed in a case-conference type arrangement was found very helpful in a number of instances and should be expanded. At the elementary school level the school psychologist or school social worker might serve as coordinator of such procedures if the principal did not do it. The principal, however, should be in on any case study. Not only is this necessary for getting things done, but being involved to this extent and in this fashion frequently alerts the principal (as well as individual teachers) to areas of strength and areas of weaknesses in school programs.

6. There is great need (expressed by both pupils and teachers) for specific attention to the development of study habits skills and attitudes. There is likewise an amazing lack of materials, programs, and procedures for doing this. The school guidance department should address itself to this problem.

7. The APDOS continues to identify potential dropouts in this district by the end of grade four and appears to be almost as good in a neighboring district.

8. The persistent awareness that there are other, positive, factors which are active in the dynamics of dropping out or staying in suggests the possibility of a prognostic equation combining positive and negative factors.

9. The affective as well as the cognitive role of the home and the school as the child finds ways of functioning in both, likewise, are important in this situation and observation over the past three years suggests that some changes may take place in both the home and the school (especially the latter) as a spin off from gathering and organizing data as suggested by APDOS procedures. Care must be taken that these are constructive changes. That is one reason for changing the name of the scale, avoiding the word "dropout" and concentrating on "prognosis" which suggests scientific approaches and causal relationships.

APPENDIX

APPENDIX A

APDOS SELF CONCEPT SCALE

School_____ Class_____

Pupil's Name_____ Date _____

Directions:

On this page there are sentences which tell something about you. But the sentences are not finished. After every unfinished sentence there are five lines, each one having a different label. The labels are as follows: "Most of the time", "Much of the time", "About half of the time", "Once in awhile", and "Seldom". Each label can be an ending to any sentence. Pick the ending which will make the sentence most true for you by putting an X on the proper line, like this X.

There can be only one ending to a sentence. Make sure that you put an X on only one line for each sentence. When you finish this page go on to the next page until you finish all the sentences.

			most of the time	much of the time	about half of the time	once in a while	seldom
1.	a.	I get good marks	____	____	____	____	____
	b.	I wish I got good marks.....	____	____	____	____	____
2.	a.	I get praise for my work.....	____	____	____	____	____
	b.	I wish I got praise for my work...	____	____	____	____	____
3.	a.	I do better than most pupils in class.....	____	____	____	____	____
	b.	I wish I did better than most pupils in class.....	____	____	____	____	____
4.	a.	I am a hard worker.....	____	____	____	____	____
	b.	I wish I were a hard worker.....	____	____	____	____	____
5.	a.	I am happy-go-lucky.....	____	____	____	____	____
	b.	I wish I were happy-go-lucky.....	____	____	____	____	____
6.	a.	I am moody.....	____	____	____	____	____
	b.	I wish I were moody.....	____	____	____	____	____
7.	a.	I can take criticism.....	____	____	____	____	____
	b.	I wish I could take criticism.....	____	____	____	____	____
8.	a.	I can do school work without help.	____	____	____	____	____
	b.	I wish I could do school work without help.....	____	____	____	____	____

APDOS SELF CONCEPT SCALE - Page #2

			most of the time	much of the time	about half of the time	once in a while	seldom
9.	a.	I follow directions.....	____	____	____	____	____
	b.	I wish I followed directions.....	____	____	____	____	____
10.	a.	I get along well with the other kids.....	____	____	____	____	____
	b.	I wish I got along well with the other kids.....	____	____	____	____	____
11.	a.	I do well in Sports.....	____	____	____	____	____
	b.	I wish I did well in Sports.....	____	____	____	____	____
12.	a.	I am afraid.....	____	____	____	____	____
	b.	I wish I were afraid.....	____	____	____	____	____
13.	a.	I take part in class discussions..	____	____	____	____	____
	b.	I wish I took part in class discussions.....	____	____	____	____	____
14.	a.	I am lazy.....	____	____	____	____	____
	b.	I wish I were lazy.....	____	____	____	____	____
15.	a.	I am a leader.....	____	____	____	____	____
	b.	I wish I were a leader.....	____	____	____	____	____
16.	a.	I am nervous.....	____	____	____	____	____
	b.	I wish I were nervous.....	____	____	____	____	____
17.	a.	I am stupid.....	____	____	____	____	____
	b.	I wish I were stupid.....	____	____	____	____	____
18.	a.	I worry.....	____	____	____	____	____
	b.	I wish I worried.....	____	____	____	____	____
19.	a.	I am a slow-poke.....	____	____	____	____	____
	b.	I wish I were a slow-poke.....	____	____	____	____	____
20.	a.	I am a good sport.....	____	____	____	____	____
	b.	I wish I were a good sport.....	____	____	____	____	____

APPENDIX B

HANDBOOK

of

STANDARD PRACTICE INSTRUCTIONS

for

A P D O S

FY 1972-1973

The APDOS card is divided into three parts:

1. Identification information.

2. Factors which have been found to be frequently associated with dropping out of school: Negative factors.

3. Factors which have been found to be associated with dropping out of school in either a positive or negative way.

PROCEDURE

1. Early during the school year the guidance office (or the classroom teacher)

   a. Fills out identification data on all cards.

   b. Checks cumulative records for factors

      2, 3, 4, 5, and 6

   and records these on APDOS card.

2. Throughout the school year the guidance office records

   Factors 1, 8, 9, 10

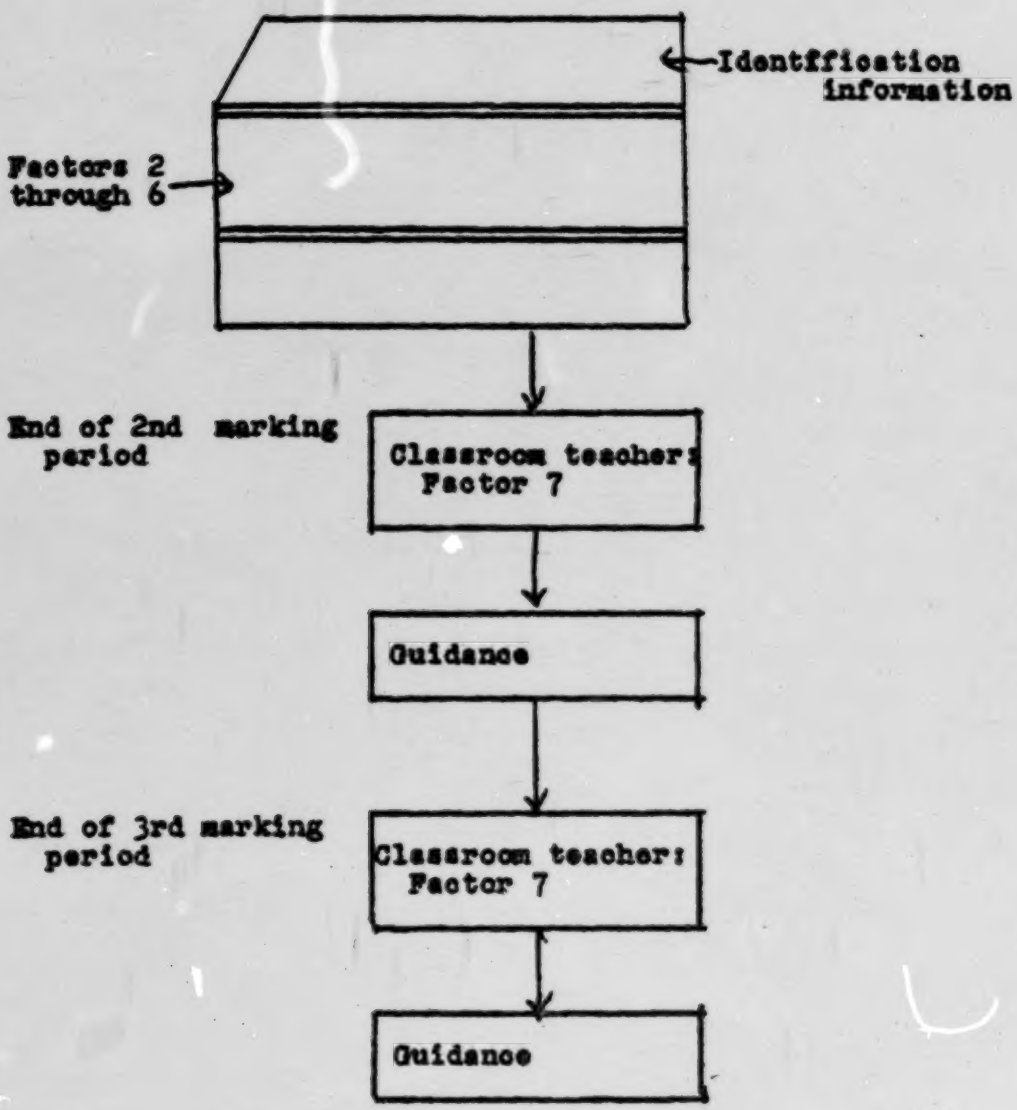
   as information is available and criteria are met.

3. Cards are sent to the classroom teacher at the close of each marking period beginning with the second marking period.

   The classroom teacher records any pupil meeting criterion on factor 7.

1. <u>Early in school year</u> -

Guidance office or teacher sets up APDOS card file recording:



repeat steps 4 and 5 in conjunction with each marking period.

<u>Meanwhile</u>

When criterion is met, Guidance office records factors 1, 7, 8, 9, and 10

1. The APDOS card has the top left hand corner clipped. This is for ease in keeping the cards in order.

2. To record a factor, make an "x" in the box preceding that factor.

3. Numbers appearing in boxes around the edge of the APDOS card are arranged to give a quick indication of the total number of factors which have been checked on a card. The first time any factor is checked, the "x" should be placed as discussed in number 2 above and then the "1" appearing in the lower left hand corner of the APDOS card should be punched out. When a second factor (any factor) is checked, the "x" should be entered as instructed, and then the "2" in the right hand corner should be punched out, etc.

FACTOR NUMBER 1 - End Grade 3 - 4, 5, 6

Irregular attendance

Criterion:

One hundred and sixty days or less out of 180

Recorded by:

The person who is responsible for keeping attendance records. Frequently this is the secretary in the guidance office.

Information taken from:

Attendance record cards as shown in Exhibit I have been found useful in keeping these records. This card is across from left to right with each month having a horizontal line. In addition to the number of absences and tardinesses, the pattern of these absenses and tardinesses is also clearly visible and can provide clues which are useful in counseling.

Time of recording:

Factor number one is checked on the APDOS card as soon as criterion is met, that is, as soon as a pupil has missed twenty days of school.

EXHIBIT I

CARD FOR RECORDING ATTENDANCE

☐ MIDDLETOWN ELEMENTARY SCHOOL
☐ ODESSA ELEMENTARY SCHOOL
☐ TOWNSEND ELEMENTARY SCHOOL
☐ REDDING MIDDLE SCHOOL

ATTENDANCE RECORD

GRADE

NAME _____ H. R. _____
LAST FIRST MIDDLE GR. TEACHER ROOM

ADDRESS _____ DEV. _____
NO. STREET

PARENT or GUARDIAN _____ PHONE _____
LAST FIRST

DATE OF BIRTH _____ BUS # _____ LOCKER # _____
DAYS BELONGED _____
DAYS ATTENDED _____

ABSENCE-TARDY RECORD 1972-1973

	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
SEPT.					[1]	4	[5]	[6]	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
OCT.	2	3	4	5	6	9	10	11	12	13	16	17	18	*19	20	23	24	25	26	27	30				
NOV.			1	2	[3]	6	[7]	8	9	10	13	14	15	16	17	29	21	22	[23]	[24]	27	28	29	30	
DEC.					1	4	5 *	6	7	8	11	12	13	14	15	18	19	20	21	22	[26]	[26]	[27]	[28]	[29]
JAN.	[1]	[2]	3	4	5	6	9	10	11	12	15	16	17	18	19	22	23	24	25*	26	29	30	31		
FEB.				1	2	[5]	6	7	8	9	12	13	14	15	16	[19]	20	21	22	23	26	27	28		
MAR.				1	2	5	6	7	8	9	12*	13	14	15	16	19	20	21	22	23	26	27	28	29	30
APR.	2	3	4	5	6	9	19	11	12	13	16	17	18	19	[20]	[23]	[24]	[26]	[26]	[27]	30				
MAY		1*	2	3	4	7	8	9	19	11	14	15	16	17	18	21	22	23	24	25	[28]	29	30	31	
JUNE					1	4	5	6	7	8	11	12	[13]	14*	[15]										

*End of Marking Period O-Absent ⊗-Tardy TOTAL DAYS ABSENT _____ TARDY _____

EXHIBIT II

REVERSE OF ATTENDANCE CARD

Date	Reason for Absence — Tardiness	Ex	Un

FACTOR NUMBER 2 -

Low Economic and/or low educational level of family

Criteria:

1. Receiving free lunches.
2. Family receiving AFDC or welfare funds.
3. Other specific evidence of low economic level.
4. Neither parent completed ninth grade.

Recorded by:

Guidance office or school social worker.

Information taken from:

Information regarding educational level of parents is usually found on the cumulative record. Information regarding free lunches, AFDC, etc., is available in the school office, through the nurse, through the social worker, or if the school has a Title I project, the director of that project will very likely have such information.

Time of recording:

Before the end of the first marking period.

FACTOR NUMBER 3

Broken or "Incomplete" home

Criteria:

1. Parents separated or divorced.
2. One parent deceased.
3. Foster home.

Recorded by:

Guidance office.

Information taken from:

Usually found in cumulative folder. Any child whose last name differs from that of the "parent or guardian" probably qualifies under these criteria. Others, of course, may also qualify.

Time of recording:

Before the end of the first marking period.

FACTOR #4

Failure of a Year in Elementary School

Criterion:

Having spent two years in the same grade, grades 1, 2, 3, or 4.

Recorded by:

Guidance office.

Information taken from:

Usually found in the cumulative folder or the permanent record card. Check dates starting with entry to grade one.

Time of Recording:

Before the end of the first marking period.

FACTOR #5

Failure of a year in Middle School

Criterion:

Having spent two years in the same grade, grades 5, 6, 7, or 8.

Recorded by:

Guidance Office.

Information taken from:

Usually found in the cumulative folder or the permanent record card. Check dates starting with entry to grade five.

Time of Recording:

Before the end of the first marking period.

FACTOR #6

Attendance at three or more elementary schools

Criterion:

Having been officially enrolled in three or more different elementary schools during grades one through four.

Recorded by:

Guidance office.

Information taken from:

Usually found on cumulative folders or on report cards which are part of the cumulative record.

Time of Recording:

Before end of first marking period.

FACTOR #7

Pattern of Marks or Grades

Criterion:

A generally acceptable academic record (mostly C's or above for 2 marking periods followed by an abrupt and continued (two marking periods) change downward.

Recorded by:

Classroom and/or homeroom teacher.

Information taken from:

Current year's report card.

Time of Recording:

When downward trend has been noted for two consecutive marking periods.

FACTOR #8

Academic Lagging

Criterion:

Scoring two or more grades below current grade placement in reading and/or arithmetic on standardized tests.

Recorded by:

Guidance Office.

Information taken from:

Standardized achievement tests.

Time of Recording:

When results of standardized tests are available.

FACTOR #9

Social/Emotional Problems

Criteria:

1. Designated by the school psychologist, (after conference with the guidance counselor, and teacher) as "Emotionally disturbed."

2. Frequent suspensions.

3. Habitual "trouble maker."

Recorded by:

Guidance Office.

Information taken from:

School records (hopefully not incorporated in cumulative folder).

Time of Recording:

When criterion is met.

FACTOR #10

Police Record

Criterion:

Family court hearings because of child's behavior on two separate occasions.

Recorded by:

Guidance office.

Information taken from:

Unless the school initiates a case, the information is not routinely available. The social worker or guidance office may have reliable sources for such information.

Time of recording:

When criterion is met.

3

4

APPOQUINIMINK PROGNOSTIC DATA OPERATIONAL SCALE
(APDOS)

Name: _____ Birthdate: _____

School: _____ (use pencil) Grade: ____ (pencil) Sex: ____ Race: ____

- [ ] 1. Irregular Attendance
- [ ] 2. Low ec/ed level.
- [ ] 3. Home.
- [ ] 4. Failure of a year (Elementary)
- [ ] 5. Failure of a year (Middle)
- [ ] 6. Three or more elementary schools
- [ ] 7. Pattern of marks/grades.
- [ ] 8. Academic Lagging.
- [ ] 9. Social/emotional.
- [ ] 10. Police/court record.

Home/parents' attitude regarding graduation from High School	Pupil's self concept (academic)	Pupil's self concept (general)

1 | | 5 | | 6 | | 2

RECORD OF TREATMENT

Date

Treatment

NOTES AND COMMENTS